

## APPROACH, METHOD, TECHNIQUE

Edward Anthony

**APPROACH** = a set of assumptions dealing with the nature of language, learning and teaching



= axiomatic in character = which do not require logical explanation ( how and what to teach )

**METHOD** = an overall plan for systematic presentation of language based upon selected approach



procedural = manner ,how we teach something

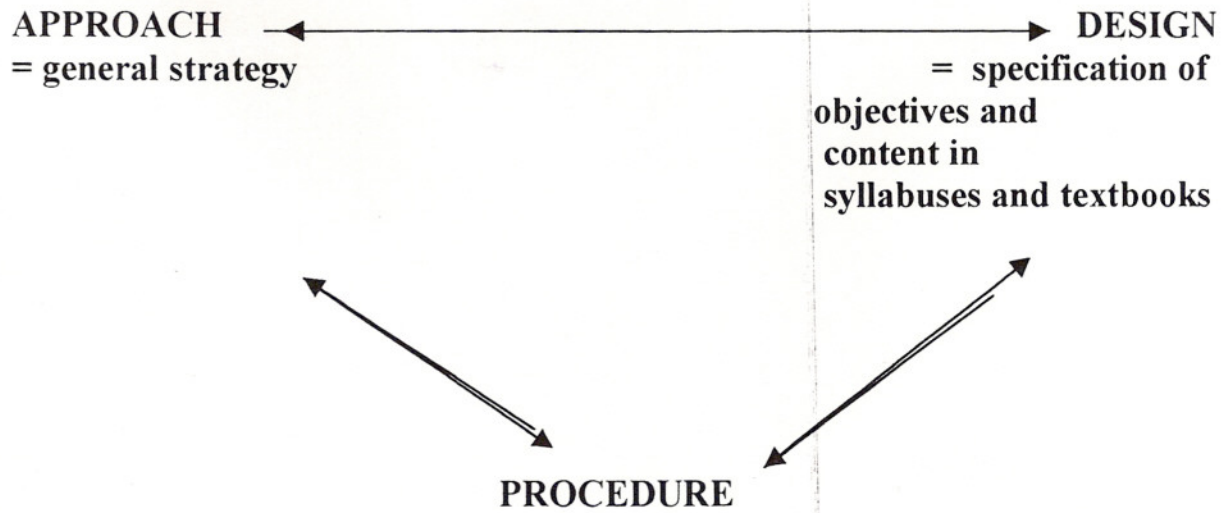
**TECHNIQUES** = specific activities manifested in the classroom that are consistent with a method and therefore in harmony with an approach as well

particular, used to accomplish an immediate objective

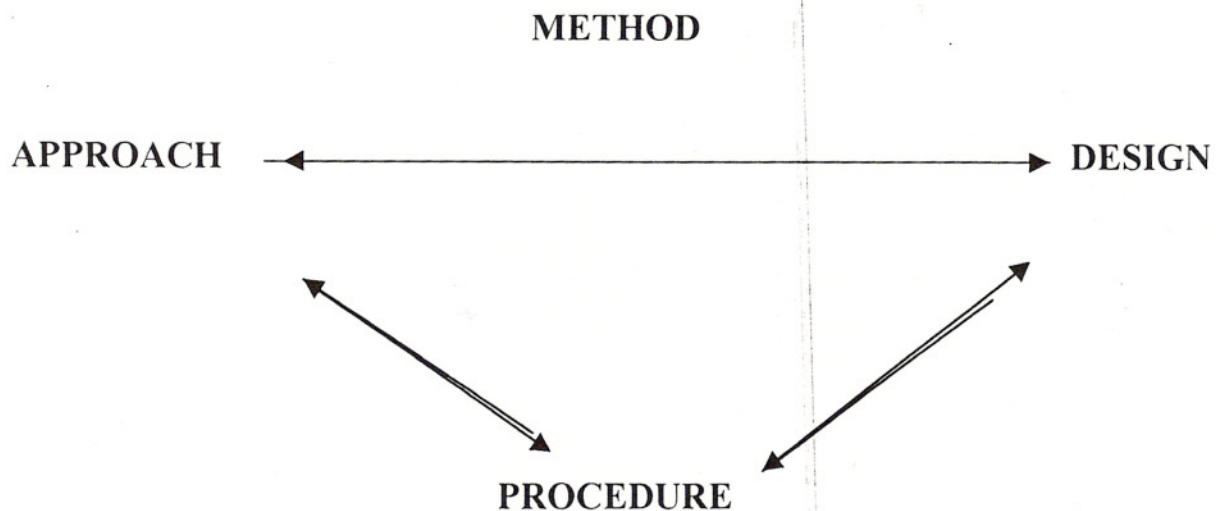
# METHOD

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an umbrella term for the specification and interrelation of theory and practice



RICHARDS & ROGERS :



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R. REPKA :

*Difference between approach and method*

APPROACH

- set of principles
- the set of correlative assumptions axiomatic in its character,
- it is general strategy how to approach
- what we believe , set of beliefs

METHOD

- the way how we want to achieve st.
- procedural character( how we teach
- tactics
- any method must be derived from approach
- an overall plan for the orderly presentation of linguistic material

METHOD consists of 2 parts:

1. Planning (static character)= specification of objectives, syllabuses and textbooks ,
2. Task ( dynamic )= techniques, procedures, activities

**GENERAL CHARACTERISTICS OF METHOD:**

1. GOAL - ORIENTATION
2. LINKAGE TO THE CONTENT
3. ORGANISATION
4. SUCCESSIVENESS
5. PROGRESSIVENESS

## Method

### Approach

- a. A theory of the nature of language
- b. A theory of the nature of language learning

### Design

- a. The general and specific objectives of the method
- b. A syllabus model
- c. Types of learning and teaching activities
- d. Learner roles
- e. Teacher roles
- f. The role of instructional materials

### Procedure

- a. Classroom techniques, practices, and behaviors observed when the method is used

# THE AUDIOLINGUAL METHOD

## Approach

a. A theory of the nature of language  
Structural linguistics

b. A theory of the nature of language learning  
Behaviorism

## Design

a. The general and specific objectives of the method  
Short range objectives  
:training in listening  
comprehension, accurate pronunciation,  
recognition of speech symbols as graphic signs, ability to reproduce these symbols in writing.  
Long term objectives :  
Language as the native speaker uses it

b. A syllabus model  
Linguistic, structure-based approach to language teaching  
Listening, speaking, reading and writing

c. Types of learning and teaching activities

Dialogues and drills

d. Learner roles

=they can be directed by skilled training techniques to produce correct responses

e. Teacher roles  
Teacher- dominated method

f. The role of instructional materials

They are teacher oriented

## Procedure

a. Classroom techniques, practices, and behaviors observed when the method is used

- extensive oral instruction
- immediate and accurate speech
- the modelling of all learnings by the teacher